

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Texas Education for Homeless Children and Youth</b>		
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">APR -2 AM 11:51</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
Killeen ISD	014-906		
Vendor ID #	ESC Region #	DUNS #	
1-74-6001505-4	12	083307348	
Mailing address	City	State	ZIP Code
200 WS Young Dr.	Killeen	TX	76543-4025
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Phyllis	A	Rosen	District Liaison for Homeless/Foster Care/Principal of Metroplex
Telephone #	Email address		FAX #
254.336.0372	Phyllis.rosen@killeenisd.org		254.336.0373
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Caa-si-eki	A	Justice	HARP Counselor
Telephone #	Email address		FAX #
254.336.0266	Caasieki.justice@killeenisd.org		254.336.0373

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Phyllis	A	Rosen	Killeen ISD Homeless Liaison
Telephone #	Email address		FAX #
254.336.0372	Phyllis.rosen@killeenisd.org		254.336.0373
Signature (blue ink preferred)	Date signed		

*Phyllis Rosen*

*April 2, 2018*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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By TEA staff person:

- |     |  |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Killeen ISD homeless program, known locally as HARP (Homeless Awareness Response Program), is applying for the TEHCY grant so that our district may best serve the academic and personal needs of our homeless students and unaccompanied youth. The Texas Education for Homeless Children and Youth Grant will provide the funding to employ a district HARP Counselor that will work collaboratively with our campuses, families, homeless students, local shelters and community organizations to develop a comprehensive plan that will meet the needs of our students. Tutoring services will also be funded through this grant to ensure that the academic needs, situational support, and progress monitoring is available at campuses and shelters. In addition, educational materials and supplies will be furnished to supplement academic services and support the professional development training that district employees and local community entities will receive. The primary goal for the Killeen ISD TEHCY grant is to facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing barriers and promoting school stability within our homeless student population.

Located in the central region of Texas, Killeen ISD serves a 400 square mile area that includes the communities of Killeen, Harker Heights and Nolanville as well as Fort Hood; the largest military installation in the contiguous United States. Forty-four thousand students attend 55 schools with approximately 7,000 employees, educators and staff that work together to help students attain academic success. The student population is ethnically diverse with 34.94% African American, 30.03% Hispanic, 22.67% Caucasian, 2.4% Asian, 2.06% Pacific Islander and .56% Native American. Of the 44,000 students, 43.57% are at-risk, 65% are economically disadvantaged and 3% are identified as homeless.

- The data as annotated in the needs assessment portion of the grant, coupled with McKinney-Vento requirements, determined the development of the TEHCY budget with the largest allotments allocated to personnel.
- The District Homeless Liaison, HARP Counselor, Coordinator of State and Federal Programs, and the Funding Compliance Specialist collaborated to design the current needs assessment. Its efficacy will be managed and coordinated by the HARP Program Counselor. Any processes requiring changes or updates will be discussed between appropriate district/campus personnel and the HARP Program Counselor before the implementation of modifications and/or adjustments.
- The District Homeless Liaison and HARP Counselor will manage the TEHCY grant and activities by utilizing a system of checks and balances through various monitoring tools; the milestone timeline, calendar of due dates, service logs, district database, training sessions and ongoing communication with campus representatives to ensure consistent and high-quality program implementation.
- A record of services and activities is maintained within our program database. A collective analysis of campus/district reports, surveys, service logs, and sign-in sheets will be conducted to determine the integrity of the current program. This information will be cross-compared with the milestone timeline and the homeless office data collection calendar. If any concerns are identified within the current needs, outlined objectives or measuring processes, appropriate adjustments will implemented.
- The Killeen ISD TEHCY grant application has addressed the statutory and program requirements as mandated in Texas Education Code 22.0834.

The Killeen ISD HARP (Homeless Awareness Response Program) is dedicated to the continuous improvement of program processes through the removal of existing barriers. It is our ongoing commitment to allow homeless students the same experiences, both personally and academically, as those housed students within our community. In addition, Title I, Part A set-aside funds will be used to service the needs of homeless students, affording continued support and stability of services when TEHCY funds have been exhausted.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$104,640	\$0	\$104,640
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$2,000	\$0	\$2,000
Schedule #10	Other Operating Costs (6400)	6400	\$3,235	\$0	\$3,235
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$109,875	\$0	\$109,875
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$109,875</b>	<b>\$0</b>	<b>\$109,875</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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**Administrative Cost Calculation**

Enter the total grant amount requested:	\$109,875
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$8,790

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$0
2	Educational aide			\$0
3	Tutor	TBD (# of tutors is based upon student needs)		\$30,604.78
<b>Program Management and Administration</b>				
4	Project director			\$0
5	Project coordinator			\$0
6	Teacher facilitator			\$0
7	Teacher supervisor			\$0
8	Secretary/administrative assistant			\$0
9	Data entry clerk			\$0
10	Grant accountant/bookkeeper			\$0
11	Evaluator/evaluation specialist			\$0
<b>Auxiliary</b>				
12	Counselor	1		\$59,764
13	Social worker			\$0
14	Community liaison/parent coordinator			\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$0
16	ESC coordinator/manager/supervisor			\$0
17	ESC support staff			\$0
18	ESC other			\$0
19	ESC other			\$0
20	ESC other			\$0
<b>Other Employee Positions</b>				
21	Title			\$0
22	Title			\$0
23	Title			\$0
24	Subtotal employee costs:			\$90,368.78
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		
26	6119	Professional staff extra-duty pay		
27	6121	Support staff extra-duty pay		
28	6140	Employee benefits		\$14,271.22
29	61XX	Tuition remission (IHEs only)		
30	Subtotal substitute, extra-duty, benefits costs			\$14,271.22
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$104,640

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 014-906		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$0
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
<b>b. Subtotal of professional and contracted services:</b>		\$0
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Expense Item Description****Grant Amount****Budgeted**

6300 Total supplies and materials that do not require specific approval:

\$2,000

**Grand total:****\$2,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID:014-906		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$3,235
<b>Grand total:</b>		<b>\$3,235</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Killeen ISD Administrative Procedures, Section Five-Travel, Special Activities and Related Guidelines, V-B states:  
 "District Administrators may attend no more than (1) out-of-state conference every other year."

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 014-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	31,814	65.5%	
Identified homeless students	1481	3.1 %	
Students identified homeless with a 5A Crisis Code	69	.14%	
Students identified homeless with a 5B Crisis Code	DNA	DNA	Killeen ISD is not within the scope of the 5B Crisis Code definition
Students identified homeless with a 5C Crisis Code	DNA	DNA	Killeen ISD is not within the scope of the 5C Crisis Code definition
Attendance rate for identified homeless students	NA	91.05%	
Attendance rate for economically disadvantaged students	NA	94.4%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
150	140	156	141	139	107	109	90	95	93	112	63	78	94	1567

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Killeen ISD Homeless Awareness Response Program (HARP) needs were assessed through a longitudinal collection of data, interviews, observations, and focus group discussions. The data was compiled and analyzed for trends then prioritized in rank order.

**Parent Involvement Activities and Initiatives:** There is limited data to support the implementation of parent involvement activities for homeless students. Parental trainings were held but an evaluation process has not been implemented to measure the effectiveness of these trainings and/or activities.

**Academic Proficiency of Homeless Students:** The academic performance of KISD homeless students is not increasing in the following core subjects as realized by the KISD STAAR Scores for 2016-2017:

- 4<sup>th</sup> grade Math: The average passing rate for KISD homeless students is 19.3 % below the passing rate of KISD housed students and 21.4% below the state's average.
- 4<sup>th</sup> grade Reading: The average passing rate for KISD homeless students is 22.3 % below the passing rate of KISD housed students and 26.5% below the state's average.
- 5<sup>th</sup> grade Math: The average passing rate for KISD homeless students is 24.3% below the passing rate of KISD housed students and 24.1% below the state's average.
- 5<sup>th</sup> grade Reading: The average passing rate for KISD homeless students is 24% below the passing rate of KISD housed students and 25.2% below the state's average.

**Graduation Rate:** The average graduation rate for 16-17 KISD homeless students was 74% which is 19.5% below the district's graduation rate and 17.3% below the state's graduation rate.

**Identification and Training:** Based upon the data reported in the 17-18 District Comprehensive Needs Assessment, student enrollment continues to increase in KISD which correlates to the increase of homeless and unaccompanied youth. Killeen ISD includes Fort Hood, the largest military installation in the U.S., with 37% of the student population being military dependents. This lends itself to a high mobility rate of 30% for our students which creates challenges in the identification and enrollment of homeless families. The teacher turnover rate for KISD in 2016-2017 was 17.5%, a turnover rate higher than the state's 16.4% percentage. Based on increasing enrollment numbers, high student and teacher mobility rates, our district must provide continuous training throughout the school year on identifying and addressing the needs of our homeless and unaccompanied youth population.

**Attendance:** Regular school attendance of homeless student and unaccompanied youth significantly impacts their academic success. Homeless student and unaccompanied youth attendance rates trail behind the state and district attendance percentages. An important by product of not attending school is grade retention. Data shows that KISD had 866 identified homeless and unaccompanied youth in 2016-2017 return for the 2017-2018 school year. Of the 866 students 86 students were retained, a 10% retention rate. A high retention rate leads to student's dropping out of school. Any student not successfully completing school will affect our local, state and national economy.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Parent Involvement Activities and Initiatives	Program counselor will work with select campuses that have the highest homeless population to determine initiatives and strategies that may be implemented across the district to increase parent involvement. Provide learning opportunities for parents of homeless students and unaccompanied youth so that parents /guardians may assist, support, and encourage their child(ren) to close learning gaps.
2.	Academic Proficiency	Program counselor will work with campuses to provide additional tutoring during the school day. Program counselor will meet regularly with homeless students and unaccompanied youth to build caring relationships and monitor academic and personal needs. Monitor grades and progress reports to determine where and when interventions should be implemented. Provide transportation to increase regular attendance and stability.
3.	Graduation Rate	In conjunction with campus counselors, the program counselor will monitor the progress of students toward graduation requirements and will meet monthly regarding student needs. Program counselor will research new ways to provide credit accrual opportunities. Create a Graduation Coalition with surrounding school district's homeless liaisons to share strategies and ideas on improving graduation rates and credit accrual/recovery.
4.	Identification and Training	Program counselor will present professional development to district employees throughout the school year and summer months. This training will include current and new information pertaining to homeless students and unaccompanied youth, answer questions on homeless policies, procedures, unaccompanied youth situations and provide guidance to campuses as needed.
5.	Attendance	Provide a program counselor to monitor homeless and unaccompanied youth attendance and absences. Assist campuses with understanding absences that are caused by homelessness. Provide needed school supplies, materials, clothing, and transportation so students can be prepared and ready to attend school the same as housed students.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Counselor	(Master's Degree, 5 years teaching experience, Counseling Certification required) Assist in coordinating supplemental instructional opportunities at campuses and shelters. Work collaboratively toward continuous improvement in the development of McKinney-Vento services. Raise awareness of rights of identified homeless students and their parents.
2.	School Tutors	(State Certified Teacher) Assist students in improving academic achievement by meeting with them on a regular basis to clarify learning problems, work on study skills, and provide students with strategies that reinforce curricular concepts facilitated in the classroom.
3.	Summer Tutors	(State Certified Teacher) Provide instructional support towards assisting students in improving academic achievement during summer school and works collaboratively with the teachers to ensure that the overall needs of the homeless students and unaccompanied youth are being met.
4.	Distributors	Purchase needed items in accordance with prescribed school supply lists and prepare back packs, personal hygiene kits, and emergency food boxes for distribution. Deliver requested items to campus personnel and maintain appropriate documentation. Receive community donations from various sites and perform other such duties as may be assigned.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide parent involvement activities and parent participation for a base line.	1. Training and activities at student's campus	08/27/2018	10/19/2018
		2. Training and activities at student's campus	10/22/2018	12/21/2018
		3. Training and activities at student's campus	01/08/2019	03/08/2019
		4. Training and activities at student's campus	03/18/2019	05/31/2019
		5.		
2.	10% increase in the number of homeless students achieving grade-level proficiency	1. Monitor Progress Reports and Report Cards	08/27/2018	10/19/2018
		2. Monitor Progress Reports and Report Cards	10/22/2018	12/21/2018
		3. Monitor Progress Reports and Report Cards	01/08/2019	03/08/2019
		4. Monitor Progress Reports and Report Cards	03/18/2019	05/31/2019
		5.		
3.	10% increase in the number of homeless students graduating	1. Monitor credits, grades, and make campus visits	08/27/2018	09/28/2018
		2. Monitor credits, grades, and make campus visits	10/01/2018	10/26/2018
		3. Monitor credits, grades, and make campus visits	10/29/2018	12/14/2018
		4. Monitor credits, grades, and make campus visits	01/08/2019	02/22/2019
		5. Monitor credits, grades, and make campus visits	02/25/2019	04/26/2019
4.	Provide professional development and training to LEA	1. Professional development and training	07/09/2018	08/24/2018
		2. Professional development and training	08/27/2018	10/19/2018
		3. Professional development and training	10/22/2018	12/21/2018
		4. Professional development and training	01/08/2019	03/08/2019
		5. Professional development and training	03/18/2019	05/31/2019
5.	10% increase in homeless and unaccompanied youth attendance	1. Monitor attendance and services	08/27/2018	10/19/2018
		2. Monitor attendance and services	10/22/2018	12/21/2018
		3. Monitor attendance and services	01/08/2019	03/08/2019
		4. Monitor attendance and services	03/18/2019	05/31/2019
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program counselor monitors the progress of homeless students and unaccompanied youth by reviewing district and campus homeless reports. These reports will assist with determining if campuses and the homeless program are attaining sufficient progress as described within the goals and objectives. The reports will be summarized as not to single out any homeless student and/or unaccompanied youth.

Reports will include: attendance, progress reports, report cards, failure lists, credit accrual, enrollment in credit recovery courses as well as sign-in sheets and surveys. Campus and parent surveys will contribute toward the determination of professional development topics of interest and areas of concern. The summation of these reports will be distributed to campus administrative staff and HARP campus contacts. The campus administrative team determines the dissemination process.

Student conferences will be conducted by the program counselor to monitor academic and social adjustments. The Special Programs department will maintain in-house monitoring systems for transportation, service record sheets, enrollment numbers, database updates, and the distribution of supplies and materials. These systems provide daily monitoring accountability to ensure that accurate and efficient services are being afforded.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As recorded in the last 3 years of the TEXSHEP grant and based on the new TEHCY grant's needs assessment, many of the ongoing, existing efforts were found to be the same. Killeen ISD and the homeless program are fully committed to the sustainability of providing continuous student and family support, comprehensive educational services, and the effective implementation of monitoring systems for our homeless students and unaccompanied youth. This commitment is demonstrated every day in classrooms throughout Killeen ISD by caring educators, rigorous curriculum, and support staff that go the extra mile for students.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Parent Involvement Activities and Initiatives	1.	Sign-in sheets with increased attendance at each quarterly meeting
		2.	Surveys to enhance topics of interest
		3.	
2.	Academic Proficiency	1.	Program tutoring logs
		2.	Program counselor student meeting logs
		3.	Grade reports and test scores
3.	Graduation Rate	1.	Individual graduation plans
		2.	Credit accrual
		3.	Program counselor student meeting logs
4.	Identification and Training	1.	Sign-in sheets
		2.	Surveys to enhance topics of need
		3.	
5.	Attendance	1.	Attendance reports
		2.	Homeless student service logs (delineates provided services)
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each program activity requires specific written documentary evidence to be collected at the conclusion of an activity; such as, sign-in sheets from training sessions, tutoring records from daily services, progress reports, report cards and assessment scores from teachers/counselors, service sheets from homeless program representatives, and residency questionnaires from campus contacts. In addition, an analytical computer software program called eSchoolPLUS is used to collect data that may be monitored for the following accomplishment indicators: credit accrual, attendance, homeless student enrollment numbers, and academic progress.

Comparing information within the data set listed above, will provide early identification of any problem areas that may exist within the delivery of the activities designed to meet the goals of our program or within the evaluative process. With early identification, problem areas may be addressed efficiently and effectively to reflect positive outcomes. This process is especially vital when analyzing transcripts, achievement results, graduation plans and patterns of attendance as each of these elements effect the overall progress of homeless students.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Program Counselor will assist with meeting the needs of homeless and unaccompanied youth.	1567	District Office/Campus District Homeless Liaison	Job description, semi-annual certifications, agendas, sign-in sheets, meeting logs; (District Homeless Liaison)	1,2,3,4,5
Quarterly parent workshops will be made available to provide parents/guardians with academic strategies.	50	Specified Campuses HARP Counselor	Agenda; sign-in sheets, surveys, after action report (District Homeless Liaison)	1,2,5
Tutoring services will be provided to those students not academically successful.	200	Campuses HARP Counselor	Tutoring logs, time cards (District Homeless Liaison)	1,2,5
Tutoring services will be provided to those students not academically successful.	50	Shelters	Tutoring logs, time cards (District Homeless Liaison)	1,2,5
Tutoring services will be provided to those students not academically successful.	200	Summer School	Tutoring logs, time cards (District Homeless Liaison)	1,2,5
Train and support HARP campus contacts and district personnel in identification procedures and needs	2,500	District Professional Development Locations	Agendas, sign-in sheets (District Homeless Liaison)	1,2,3,4,5
Provide school of origin transportation	700	Killeen ISD and surrounding districts, Campuses HARP Counselor	Transportation request forms, routing sheets, homeless database (District Homeless Liaison)	2,3,5
Provide supplies, materials, clothing, food, equipment, HOP tokens, and needed resources	1000	District office and campuses HARP Counselor	Supply receipts and request forms, vouchers, homeless database (District Homeless Liaison)	1,2,3,4,5
Provide handouts, letters, brochures of McKinney-Vento rights as well as additional literature/letters as needed	1700	District offices and Campuses HARP Counselor	Signed receipt of rights and letters; sample letters (District Homeless Liaison)	2,3,4,
Support district homeless liaison and program counselor by attending conferences on homelessness	2	State/National Conference HARP Counselor District Liaison	Agendas, receipts, professional request forms (District Homeless Liaison)	1,2,3,4,5

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
1.	Townsquare Media	Hosts two "Stuff the Bus" events by working with the local media to promote community involvement in donating school supplies for our homeless students.
2.	Killeen Heights Rotary Club	Organizes food, clothing, and school supply drives. Provides a community service project each year. For example, during the 17-18 school year, new flooring was installed in the KISD clothing closet building.
3.	Old Navy	Donates new clothing to our homeless students. Supports school supply/clothing drives and volunteers time in assisting with the overall maintenance of the clothing closet building.
4.	Wednesday Review Club	Undertakes the substantial responsibility of operating, organizing, stocking, and overall management of the KISD clothing closet.
5.	Killen Police Department	Generates community support through receiving and delivering donations of school supplies and clothing to our homeless program.
6.	Extra Co Bank	Provides donated school supplies to our homeless program.
7.	First National Bank	Contributes monetary donations towards the health/welfare and academic needs of our homeless students.
8.	Skipcha Elementary Student Council	Collects a substantial supply of perishable food products needed for the food boxes distributed during holiday breaks.
9.	Crossfit Cataclysm	Arranges a "Fun Run" which supports homeless awareness and raises money in support of our homeless families in the community.
10.	My Tutor and More	Hosts a "Back to School Bash" each year which promotes homeless awareness in the community and organizes the donations of school supplies.
11.	Immanual Lutheran Church	Contributes monetary donations towards the health/welfare and academic needs of our homeless students.
12.	Memorial Baptist Church	Volunteers time in packing backpacks with school supplies. Assists with the organization of our Angel Tree Project during the winter season.
13.	St. Paul's Husung Catholic Church	Our Ladies of Charity: Assists with donations, accommodations, and organization of the Angel Tree Project along with providing monetary donations.
14.	Freedom Urgent Care	Free of all cost, this medical facility donates time, supplies, equipment, and documentation for immunizations and physicals.
15.	Financial Reporting	Volunteers time in assisting with organizing clothes and maintaining the clothing closet.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Statutory Requirement 2b:** Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless awareness training regarding the identification and immediate enrollment of homeless students is conducted each school year. This training includes an overview of statute requirements and policies established by the McKinney-Vento Act; with an emphasis on recognizing and addressing both the academic and personal needs of homeless students. Campus contacts, district staff, shelter representatives, and other key personnel receive this training. Training is offered year round as to maintain an effective continuity of program procedures and guidelines. The program counselor will conduct campus visits to ensure that all requirements are being met and that proper protocol for student identification and enrollment is being followed.

Tutoring services and materials will be provided to those homeless students who are experiencing learning gaps and/or struggling academically. These services are provided by state certified teachers who work collaboratively with classroom teachers and campus staff to develop a strategic plan of action to better meet the academic needs of these students.

**Statutory Requirement 2c:** Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district homeless program will support campuses in their various parent night events throughout the school year by providing a homeless awareness element. This will promote positive relationships between schools and their homeless families. As an extension to the campus parent night sessions, the program counselor will collaborate with the district Parenting & Intervention Specialist to include homeless awareness sessions within district parent night activities. This joint effort will effectively increase academic success, provide parents with tools to help with homework, and will stress the overall significance of regular attendance.

The homeless program counselor will meet with the different shelter representatives within the boundaries of Killeen ISD. Our goal is to build connections so that in-house tutoring services may be provided to students housed at homeless shelters. Materials will be provided to assist parents with strategies on how to help and encourage the academic success of their children.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless and unaccompanied youth require the support and understanding of the district, the school, and classroom teachers to be academically and personally successful. There are various strategies that Killeen ISD uses in order to integrate identified students into the regular classroom. Those strategies will include immediate enrollment, free meals, transportation, and addressing any medical concerns (immunizations, glasses, etc.) identified during the enrollment process, or thereafter. In addition, tutoring services are provided to our homeless students to bridge any academic gaps that may have been caused by homelessness.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Statutory Requirement 3a:** Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Coordinator for State and Federal Programs, District Homeless Liaison, and the Homeless Awareness Response Program Counselor work together to discuss and coordinate services. Program finances are strictly managed by following federal guidelines for spending, accountability, and use of funds. Title I funds will be set-aside to serve eligible homeless students. These funds will be utilized to purchase necessary school supplies, personal hygiene items and temporary employees who will assist with delivering items to students and campuses. Title I funds provide "what" students will need to be successful, while TEHCY funds provide for "who" (tutors, HARP counselor, trained staff) will meet the needs of identified students. It's the collaboration between these funds that provide for the best possible services to our homeless and unaccompanied youth.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$75,000	Tutoring services/school supplies/personal hygiene
Planned Set-Aside for 2017–2018	\$75,000	Tutoring services/school supplies/personal hygiene

**Statutory Requirement 3b:** How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An initial determination of the amount to be set-aside is based upon how best to meet the specific needs of homeless students and unaccompanied youth in our district. This determination is governed by statute and the services to be rendered are identified through a combination of resources; parent interviews, campus requests, teacher recommendations, assessment data, and previous expenditures.

The district assists campus and district staff in understanding LEA policies and procedures and statute requirements/policies established by the McKinney-Vento Act by funding a homeless awareness response counselor position. The program counselor provides informational sessions to campus contacts, district staff, shelter representatives, and other key personnel. Training is offered year-round to maintain an effective continuity of program procedures and guidelines. The program counselor will conduct campus visits to ensure that all requirements outlined in district policy and procedure are being met and that proper protocol for student identification and enrollment is being followed.

The district addresses the needs of homeless students in its District Improvement Plan. All coordination of funds is managed at district level and services will be organized through its Homeless Awareness Response Program. Homeless program campus contacts will be appointed at each campus and will assist with identifying and coordinating/communicating the needs of homeless students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**Statutory Requirement 4:** Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Y:FDC (LOCAL) 11/29/2016
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Y: FDC (LOCAL) 11/29/2016
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Y:FDC (LOCAL) 11/29/2016
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Y:FDC (LOCAL) 11/29/2016; EHBD (LOCAL) 7/18/2016
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Y:FDC (LOCAL) 11/29/2016; FNG (LOCAL) 12/18/14
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Y:KISD Letter to Households National School Lunch Program School Year 2017- 2018
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Y:EHBD (LOCAL) 7/18/2016
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Y FDC (LOCAL) 11/29/16
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Y:FDC (LOCAL) 11/29/16
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Y:EHBG (LEGAL) 11/21/2017;KISD PEIMS PK QUALIFICATIONS & DATA ENTRY MANUAL (7/26/2017)
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Y:FFC (LEGAL) 7/18/16

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Entering/returning to their school from summer/holiday break: Each campus within Killeen ISD is required to include the Student Residency Questionnaire (SRQ) as part of their enrollment packet. The completion of the enrollment packet is mandatory for every student. The SRQ form is used as a tool to identify those students and/or unaccompanied youth who are in a homeless situation. This document is retained for seven years. There are key questions on the SRQ that indicate the possibility of a homeless situation. Responses to these questions will determine if further inquiry is required. Private interviews are conducted to clarify the understanding of circumstances as annotated on the SRQ. If a homeless situation presents itself, the student is immediately enrolled with all the McKinney-Vento rights. The SRQ is sent to the District Homeless Liaison for qualification or dispute resolution. Once a student is qualified as homeless through the district homeless office, they remain classified and eligible for services for the entire school year, even if permanent housing is found.

Becomes homeless after the school year has started: The district homeless office provides professional development on identification and enrollment of homeless and unaccompanied youth throughout the school year. This raises awareness on the campuses and leads to identification throughout the school year. Alternative identification of homeless situations can occur when address changes are requested by families and general conversation lends itself to the identification of a homeless situation. Other identification situations arise from teacher and counselor concerns, the observations of bus drivers concerning changes in the living arrangements of students, as well as, notifications from the community and shelters. Homeless services and rights may begin at any time during the school year.

Not currently enrolled or attending school: Collaboration with community entities such as Head Start, local shelters, media outlets and various community organizations allows the district homeless office to identify and enroll children in school. Training provided to community organizations brings an awareness of the difficulties and needs of homeless children while also emphasizing the significance of identifying and enrolling these children into school.

Eligibility for early childhood/PK programs: Killeen ISD has an extensive early childhood/PK programs with specific enrollment requirements. All PK students enrolling in school follow the same steps as listed in the above section. These submissions are expedited as to prevent emotional distress caused by the withdrawal of nonqualifying students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development training on the McKinney-Vento Homeless Assistance Act is updated annually to reflect current information and any changes in local policies and procedures. Initial training is conducted in late July and early August to various district entities: Health Services, Transportation Services, Nutrition Services and homeless program campus contacts and back-up campus contacts. Continuous initial training is conducted every six weeks to new homeless program campus contacts to ensure continuity in the identification and enrollment process. Quarterly update meetings are held to provide professional learning opportunities, answer questions, and delve deeper into the issues that face homeless students in our community.

Homeless awareness training is available to community organizations. This training is designed to bring clarification on the problems that homeless and unaccompanied youth face in and out of school. The program counselor will maintain positive relations with our current community collaborators and build connections with local entities to assist with the needs of our identified students and families.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Four-year cohort graduation rate:** The Homeless Awareness Response Program counselor will meet with respective campus counselors to evaluate the academic progress of identified students. Killeen ISD uses eSchoolPLUS, an advanced data analytical computer software program, that allows districts to streamline the management of K-12 student information into readily accessible data reports. Within this system, the SSRS (SQL Reporting Services) report tracks credit accrual allowing for cohort graduation comparisons. Using this data, a comprehensive academic plan will be developed for each student with the goal of providing the most effective and efficient path toward a timely graduation.

**Graduation Rate of all homeless students:**(e.g. current cohort, continuers and early graduates), The graduation rate for all homeless students is monitored through an evaluative process which cross compares the current credit accrual of each student with graduation plan requirements. Once academic progress has been measured, the results may be compared to the graduation rates of all homeless students that are within their current cohort, continuers, and those students who have graduated early. These measurement checks allow for early identification of existing deficits so that an immediate plan of action may be implemented.

**College and career readiness programs and support services:** An RtI (Response to Intervention) process is used by every campus to identify, document, and monitor the academic progress of identified students. This information is tracked through an online program called the Student Success Plan (SSP); information includes grades, coursework, behavior reports and attendance records. Through the collaboration between teachers, students, and other key personnel, the SSP is regularly modified to promote college and career readiness programs and support services.

**Attendance and truancy interventions:** Bimonthly attendance reports are submitted to the district liaison and regular communication with campus contacts and attendance/truancy officers allow for early detection of any issues. A transportation log is used to track the efficiency in which routes are established for homeless students. Campus contacts may communicate concerns directly to the district homeless liaison and/or program counselor; a record of these concerns will be maintained/monitored within the program's tracking system.

**Promotion:** Ongoing progress is tracked through the regular submission of grades, review of progress reports, conferences between program counselor, campus counselor, and homeless student, as well as, credit accrual monitoring checks every nine weeks.

**Collaboration and coordination of services for homeless students who have been identified and are receiving other special program services** is monitored through communication between the special services campus coordinators, campus counselors, homeless program campus contacts, teachers and the homeless program counselor and district homeless liaison.

**Discipline interventions:** Campus behavior coordinators maintain records within the district's eSchoolPLUS computer software system. Incident codes are used to identify types of occurrences and reports may be generated from this information and are readily accessible by our homeless program representatives. Campus personnel monitor the discipline of homeless students and unaccompanied youth and if there are concerns this is communicated to the district homeless office.

**Advanced placement and dual credit course work:** Advanced Placement (AP) and other advanced courses are offered in grades 6-12 and dual credit courses for qualifying students are offered in all Killeen ISD high schools. Online monitoring of homeless student's grades, coursework and SSP along with conversations with instructors and students provides the needed information to make informed decisions about interventions.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 014-906

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Killeen ISD utilizes an online eSchoolPLUS student data management system to report grades to students and their families. Campus homeless program contacts, counselors and teachers use this system as a monitoring tool when reviewing academic progress. Support services are determined and an RtI (Response to Intervention) process is started on identified students and tracked through an individual SSP (Student Success Plan). Conferences are held with the student and parents to discuss possible strategies and options.

**Grade Level Promotion:**

- Credit recovery processes, through the Edgenuity labs located at each high school campus, are implemented when a deficit has been identified in program requirements. The labs are open before, during and after school. At the end of every semester, students can have their grade level reclassified if they have earned the requisite credits.
- Attendance and truancy interventions are applied when unexcused absences and tardies become an issue. A student conference with the school attendance officer and/or counselor is held to determine the impacting factors and a plan is devised. Parents/guardians are included in the conference and may provide input in regard to the attendance plan. The attendance plan is monitored on a regular basis.
- Discipline intervention is monitored through the district's eSchoolPLUS computer software system which is used to identify and record occurrences using incident codes. Reports may be generated from this information and are readily accessible by our homeless program representatives. Campus administrators conferences with the student and parents and devises a behavior plan to assist the student on positive behavior at school. The behavior plan is monitored on a regular basis.
- College and Career Readiness is an integrated part of secondary student's education in Killeen ISD. Starting in middle school students take an interest inventory and this is recorded into eSchoolPLUS. Each year, as students discuss their course choices with their counselors, they also discuss what the student plans are for the future. Each high school has Career and Technical teachers to help students discuss and think about their future after graduation. Qualified high school students attend the Killeen ISD Career Center on a half-day or all-day basis. Curriculum is geared toward college or career readiness depending on the student's interests.

**Graduation:**

- An initial transcript evaluation is conducted to determine total credits earned for those students transferring into Killeen ISD. The transcripts are reviewed by the campus registrar at the high schools and campus counselors at the middle schools. Earned credits will be entered into eSchoolPLUS according to local and state policies and procedures. Each year, as students discuss their course choices with their counselor, a record of earned credits is reviewed allowing for post-secondary plan discussions.
- A graduation plan is developed after an evaluation of the transcript has been completed and total earned credits have been determined. If there is no previous transcript, a graduation plan is implemented. Graduation plans are developed using the students' interests and post high school intentions. Graduation plans are reviewed yearly, at student request, or at grade reclassification.
- Assessment interventions assist with bridging the learning gaps that homeless students are susceptible to due to the instability of their living situations. Middle school students who have failed STAAR test(s) or are not likely to graduate from high school on time are required to have a Personal Graduation Plan. RtI is started for students identified as needing academic services. If a student meets the graduation plan requirements but fails one or two compulsory assessments, an Individual Graduation Committee will convene to determine the graduation outcome as mandated by state and local policies.

**College and Career Readiness:**

- Post-Secondary Transition plans are designed to facilitate students transitioning from school to post-secondary activities which include college planning, vocational planning or preparing for employment.
- Each year students conference with their academic advisor to plan their coursework for the following school year, review and monitor their graduation plan and formulate their post-secondary transition plan.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 014-906

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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